



## Restaging Julius Ceasar

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<b>Curriculum Area</b>	English
<b>Subject Area</b>	Media Education/Classic Literature-Drama
<b>Grade Level</b>	9 <sup>th</sup> grade (also 10 <sup>th</sup> grade)
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• The student will analyze the staging of a major scene in a Shakespeare play.</li> <li>• The student will assume the role of the director.</li> <li>• The student will work cooperatively with a group of peers.</li> <li>• The student will apply critical thinking and decision making skills.</li> <li>• The student will demonstrate effective oral communication skills.</li> <li>• The student will use a video camera and VCR.</li> <li>• The student will design a computer presentation.</li> <li>• The student will integrate video images into a computer presentation.</li> </ul>
<b>Correlation to the SOL</b>	English 9.1, 9.2, 9.5, 10.1, 10.2, 10.6 C/T 12.1, 12.2, 12.4
<b>Video/Technology Hardware/Software Needed</b>	<p><b>For class:</b> Computer Computer Projection System Video Imaging Equipment and Software Video Camcorder Television Monitor and VCR Presentation software (such as <i>PowerPoint</i> or <i>HyperStudio</i>)</p> <p><b>Video:</b> <i>Julius Caesar</i> (preferably the 1970 Charlton Heston version)</p>
<b>Materials Required</b>	<p><b>For each student:</b> Copy of the Shakespeare play, <i>Julius Caesar</i></p>
<b>Procedures/Activities</b>	<ol style="list-style-type: none"> <li>1. After reading <i>Julius Caesar</i>, have students watch segments of the video of crucial/famous scenes, including Antony's funeral speech, Brutus and Cassius' first meeting in Act I, the meeting of the conspirators, etc.</li> <li>2. After viewing the video segments, assign students into small groups. Each group is assigned one scene that they have reviewed on the video.</li> <li>3. The group works together to critique the scene. They determine how they might better stage that scene if they were the directors.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Using the text of the play, students will videotape their restaged version of the scene.</li> <li>5. They will then choose some of the best clips from their film and integrate these images into a computer presentation program, using video-imaging equipment (which digitizes video for computer use).</li> <li>6. The presentation will include information about the staging techniques and will provide students the opportunity to explain why/how they staged the scene the way they did.</li> <li>7. The videotape and the computer presentation are then presented to the class.</li> </ol>
<b>Content Assessment</b>	<p>The student presentation is evaluated as follows:</p> <p>Teacher evaluation (70%)</p> <p>All students complete a peer evaluation of other groups' presentations (20%)</p> <p>Each individual member of each group completes a peer evaluation of his/her group members (10%)</p>
<b>Technology Integration Assessment</b>	The teacher will assess student use of the technology through observation and through the final presentation.
<b>Extensions</b>	<p><b>Social Science:</b> Students can study more about the times of Julius Caesar and Shakespeare to compare and contrast the different periods in terms of the major themes of the play.</p> <p><b>Media:</b> Students can analyze different staging techniques of various versions of the play and determine the underlying messages of the director and actors.</p>